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ABSTRACT

This conference report provides a summary of the activities and outcomes of the second Student Success Strategies Conference, which sought to further facilitate the development of community college action plans in the areas of access, assessment, and intervention in ensuring student success. Following introductory information on the conference, an overview of activities and presentations is provided. Next, a summary is presented on the action plans of the participating institutions indicating that Oregon's and Washington's community colleges are making progress in the following areas: (1) encouraging more faculty involvement in assessment procedures; (2) creating more computer access to records; (3) exploring new strategies for intervention in the classroom; (4) conducting a values survey of staff; (5) evaluating academic standards policies, monitoring student progress, and developing better intervention plans; and (6) evaluating intervention processes. A directory of resources is provided next, indicating which schools are involved in various success strategies related to access (e.g., printed policy on access, comprehensive market research process, weekend classes, and follow-up activities for people who inquire about programs but do not enroll); assessment (e.g., self-assessment process, mandatory course placement, optional pre-enrollment counseling, and automated assessment); and intervention (e.g., preregistration support for new students, student survival classes, mentor programs, intercultural services, and placement services). Contact people for each college are listed. The results of a values survey of participants are appended. (UCM)

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1987 Student Success Strategies

By Connie Green

Edited by

AVAILABLE

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INTRODUCTION

The second Student Success Strategies Conference was held February 5 and 6, 1987. This second Northwest Regional Conference of the National Council on Student Development was planned and hosted by the Oregon Council of Student Services Administrators and the Washington State Student Service Commission. It was co-sponsored by the Oregon Department of Education, Student Services Division, the Oregon Council of Instructional Administrators, and the American College Testing Program.

The conference was designed to highlight current activities at Oregon and Washington community colleges in the areas of access, assessment, and intervention. Approximately 350 staff members from colleges in the Northwest attended. The conference included presentations by six community colleges. Plus, each school that attended completed a written self-assessment of access, assessment, and intervention activities. These assessments will help form new networks among Northwest community colleges, allowing the successes of individual schools to be shared as each school in the Northwest strengthens its student success strategies.

Overview of Student Success Strategies II

The second Northwest Conference on Student Success Strategies continued the first conference's emphasis on access, assessment, and intervention. The goal of the conference was to further facilitate the development of college action plans. Each of the approximately 40 schools was asked to do some planning prior to their team attending. The teams were asked to read the Student Success Strategies I Summary which addressed the issues of access, assessment, and intervention. They were also asked to evaluate their own procedures, activities, and plans using a prepared survey. The pre-conference evaluations were requested so that each college team could be better prepared to gain information from other schools that would be useful for their own college action plan.

Terry O'Banion, executive director of the League for Innovation in the Community College, kicked off the conference. Dr. O'Banion asked for a review and assessment of educational values, for his thesis is that our values dictate our policies and procedures. The participants, many of whom were faculty, assessed their values and their perceptions of generally held faculty values in relation to nine questions on access, assessment, and intervention. The questions, such as "Should schools have mandatory assessment?" and "Should students have a right to fail?", raised key concerns of community college educators struggling with student retention and success issues. Dr. O'Banion also shared how Miami Dade Community College is setting a standard for addressing these issues. Dr. John Keyser, President of Clackamas Community College, and Dr. Joe Malik, President of Grays Harbor College, presented their views on what steps are critical to ensure instructional progress in the areas of access, assessment, and intervention. They agreed that institutions need to have goals that all staff know and understand and can articulate. The individual goals need action plans, and these plans need to be repeatedly evaluated against continually collected data on student success.

Dr. John Terrey, Executive Director of the Washington State Board for Community College Education, addressed the participants on the second day of the conference. He compared community college staff to an orchestra — requiring many unique parts to create an effective performance. We must use a holistic approach so that all the parts of the community college work together to support students.

Six colleges, three from Washington (Lower Columbia, Spokane, and Tacoma) and three from Oregon (Central Oregon, Chemeketa, and Mt. Hood), presented what they are doing in the areas of access, assessment, and intervention. The presentations were two hours long and designed as opportunities to recommend specific strategies and successful methods for involving college staff in these strategies.

Important concepts emphasized by all of the presentations included the following:

1. A representative college team was formed and continues to function to review and assess college activities and future plans for access, assessment and intervention.

2. Access is addressed from a broad perspective, including methods of informing potential students, the admissions process, and targeting of services to particular student populations.

3. Assessment and the processes suggested by assessment that are used to help students succeed are under ongoing review at each college. Specifically, the issue of voluntary versus mandatory placement continues to be evaluated.

4. Intervention strategies are of high priority for each college, and each seeks to involve faculty more effectively in assisting student success.

Time was set aside at the conference for the participating teams to do institutional planning. Each team discussed steps to enable college improvements when they returned to their campuses.

Terry O'Banion wrapped up the conference by sharing the results of the values survey taken at the beginning of the conference. (See Appendix A for complete results.) Differing values among staff limit a college's ability to follow any plan for student success. Commonly held values allow the staff to tackle the issues of access, assessment, and intervention with a unified sense of purpose and with mutually supportive activities undertaken by many areas of the college.

Approximately 200 participants returned evaluations on the conference. Approximately 180 stated that, as a result of this conference, they received new information on ways to improve access, assessment, and intervention. Approximately 160 reflected that, as a result of this conference, their institution will be better able to develop, implement, and revise their strategies.

Action Plans

Each participating school was asked to answer the following question:

"What are the next steps your team will recommend to enable college improvements related to access, assessment, and intervention?"

Most teams answered that they would create or continue a campus-wide team to address these issues.

The following highlights of some of the schools' plans suggest the directions being taken by Oregon and Washington Community Colleges:

Encourage more faculty involvement in assessment procedures.

Create more computer access to records.

Explore new strategies for intervention in the classroom. Do a values survey of staff.

Evaluate academic standards policies, monitor student progress and develop better intervention plans.

Evaluate intervention processes.

Blue Mountain	Encourage more faculty involvement in assessment procedures. Create more computer access to records.
Chemeketa	Explore new strategies for intervention in classroom.
Clark	Do a values survey of staff. Evaluate academic standards policies, monitor student progress and develop better intervention plans.
Columbia Basin	Evaluate intervention processes.
Everett	Set aside time in September for the entire campus to address these issues.
Highline	Survey current activities and let the campus know the results. Expand activities in areas where deficiencies are found.
Lane	Use staff development to create ownership of these concepts and practices throughout the campus.
Linn-Benton	Focus on involving more faculty and classified staff in the process of seeking ongoing improvements. Focus on the teaching-learning process.
Lower Columbia	Identify specific problems that lead to student attrition.
Rogue	Investigate the Master Teacher Program.
Spokane	Solicit student input. Do classroom research.
Tacoma	Create a task force to focus on intervention. Review instructional support, such as supplemental instructional programs, tutor training, etc.
Treasure Valley	Identify basic skills required for all college courses.
Treaty Oak	Work toward a one-step assessment/advisement/registration process. Look into implementing mandatory assessment.
Yakima Valley	Develop a mid-term warning process.

Directory of Resources

The following listing of resources is a compilation of an assessment done on each campus before Student Success Strategies II. Many campuses listed notations with their assessment. However, it was not feasible to include those notes. If you are interested in the notes, please contact Chemeketa Community College, (503) 399-5144.

Following the resource listing is the contact on each campus. Usually the contact listed is the Dean of Students. Many schools will refer you to another staff person for the details. Once again, it was not feasible to list all of the contact people at each school on each item.

The list is a beginning. Your use of it is the true purpose. If you don't have to "reinvent the wheel," the desired outcome has been achieved.

Student Success Strategies Survey

I. ACCESS

	Blue Mountain	Chemeketa	Clackamas	Lane	Linn-Benton	Mt. Hood	Portland	Rogue	SW Oregon	Tillamook Bay	Treasure Valley	Treaty Oak	Umpqua	Bellevue	Big Bend	Centralia	Clark	Columbia Basin	Edmonds	Everett	Grays Harbor	Green River	Highline	Lower Columbia	Olympic	Pierce	Seattle Central	Seattle (N)	Shoreline	Skagit	So. Puget Sound	Spokane	Tacoma	Wenatchee	Whatcom	Yakima Valley
1. Printed policy on Access	X	X		X	X	X			X		X			X	X	X		X	X	X	X	X	X	X	X		X	X		X	X	X	X	X		X
2. Open admissions policy	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3. Limited enrollment admissions policy	X	X		X	X	X	X	X	X		X		X	X			X					X		X	X					X	X		X	X		X
4. Provide simplified information about standards and procedures to high school students	X	X	X	X	X	X		X			X	X	X	X		X	X	X	X	X		X		X	X	X	X		X	X	X		X	X	X	X
5. Provide simplified information about standards and procedures to any potential student	X	X	X	X	X	X		X				X	X	X		X	X		X	X	X	X	X	X	X	X	X	X	X		X	X	X			X
6. Process to provide students with information about admissions	X	X	X	X	X	X	X	X	X		X		X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X
7. Process to provide students with information about specific programs	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
8. Process to provide students with information about specific services	X	X	X	X	X	X	X	X	X		X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
9. Comprehensive market research process		X	X				X																	X						X		X				
10. Comprehensive and effective promotion process	X	X	X			X				X							X		X					X			X					X				X
11. Annual targeting of specific populations	X	X	X		X		X					X	X	X		X	X							X			X	X								X
12. Process to identify prospective students	X	X	X		X	X						X	X	X		X	X	X	X		X	X	X							X				X		X
13. Comprehensive Financial Aid Assistance Program	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X		X	X	X	X	X	X	X	X	X
14. Flexible scheduling for students	X	X	X		X	X	X			X	X	X	X	X		X		X	X	X		X		X	X	X	X				X				X	X
15. Open entry/open exit classes	X	X	X	X	X	X			X	X	X	X		X		X	X	X		X			X	X	X	X				X	X	X			X	
16. Early morning classes		X	X			X	X					X		X			X	X	X		X		X	X	X	X		X	X	X	X	X				X
17. Weekend classes	X	X	X			X	X	X				X		X			X	X	X			X	X	X				X				X				X
18. Accelerated learning modes		X	X			X	X				X		X	X				X	X							X			X	X	X	X		X		
19. Ongoing training programs for front line staff	X	X	X							X		X	X	X		X			X				X		X		X		X			X	X				X
20. Process to provide staff with information about students	X	X	X			X	X		X		X			X				X	X	X							X		X	X	X	X	X				
21. Process to provide the college information about students	X	X	X	X		X	X	X	X		X			X		X		X	X	X	X	X			X			X	X	X	X	X			X	X
22. Follow-up process with students who inquire but do not enroll	X		X	X	X		X							X		X	X	X			X	X	X							X					X	

Student Success Strategies Survey

II. ASSESSMENT

	Bellevue	Big Bend	Centralia	Clark	Columbia Basin	Edmonds	Everett	Grays Harbor	Green River	Highline	Lower Columbia	Olympic	Pierce	Seattle Central	Seattle (N)	Shoreline	Skagit	So. Puget Sound	Spokane	Tacoma	Wenatchee	Whatcom	Yakima Valley
1. Printed policy on assessment			X			X		X	X		X	X	X	X	X		X	X	X		X	X
2. Mandatory assessment process of academic skills	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3. Mandatory assessment process of life skills																	X					
4. Optional assessment process of academic skills	X					X	X			X	X						X	X			X	X
5. Optional assessment process of life skills				X		X				X		X										
6. Self assessment process		X					X		X								X		X			X
7. Limited formal assessment of academic skills before registration		X				X	X	X	X	X	X	X				X	X		X	X	X	
8. Mandatory course placement from assessment results	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X	X	X
9. Basic skill level required before registration	X												X									
10. Mandatory course placement from assessment results for first time entry students	X									X		X	X				X		X			X
11. Non-mandatory course placement from assessment results for first time entry students	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
12. Mandatory placement from assessment results for limited programs	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
13. Mandatory orientation workshop (1-8 hrs.)	X			X			X			X						X						X
14. Mandatory orientation class (more than 8 hrs.)	X																					
15. Optional orientation workshop (1-8 hrs.)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
16. Optional orientation class (more than 8 hrs.)	X			X			X			X		X		X			X					X
17. Pre-enrollment counseling-optional	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
18. Pre-enrollment counseling-mandatory	X			X			X			X			X	X		X	X	X				X
19. Group advising	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
20. Individual advising	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
21. Advising done by all faculty	X	X		X			X		X	X	X	X	X	X	X	X	X	X	X			X
22. Advising done by specific staff	X	X	X	X		X		X		X		X	X	X	X	X	X			X		
23. Process for reviewing assessment process	X	X				X				X	X	X	X	X			X	X	X		X	X
24. Automated assessment	X											X		X						X		X

Student Success Strategies Survey

III. INTERVENTION

	Bellevue	Centralia	Clark	Edmonds	Everett	Grays Harbor	Green River	Highline	Lower Columbia	Olympic	Pierce	Seattle Central	Shoreline	Skagit	South Puget Sound	Spokane	Tacoma	Wenatchee	Yakima Valley
1. Printed policy on intervention				X	X	X		X			X				X				X
2. Required orientation class (more than 8 hrs.)													X		X				
3. Optional orientation class (more than 8 hrs.)			X	X	X								X		X		X		
4. Required orientation workshop (less than 8 hrs.)					X			X						X					
5. Optional orientation workshop	X	X	X					X	X		X			X			X	X	X
6. New student orientation for students enrolling in 6 or more credit hours	X	X	X		X			X			X	X	X	X	X	X	X	X	X
7. Orientation for everyone with 25 credit hours		X													X				
8. Preregistration support for new students	X	X	X	X			X	X			X		X		X		X		X
9. Pre-term sessions on skill development	X	X	X	X		X							X	X			X	X	
10. Early warning system (1st wk.)	X							X							X		X	X	
11. Mid-term warning system (4th wk.)	X		X	X		X				X	X	X	X			X			X
12. End-of-term monitoring of progress	X	X	X	X	X	X		X	X			X	X	X	X	X	X	X	X
13. Degree audit to inform students of courses required to graduate	X	X		X	X	X		X			X	X	X	X	X	X	X	X	X
14. Degree audit to notify student when enrolled in courses not required to satisfy educational objectives	X												X				X		
15. Peer support groups				X	X	X		X		X		X	X	X	X	X	X	X	X
16. Student survival classes	X	X	X		X	X		X			X	X	X	X	X	X	X	X	X
17. Specific intervention programs for high risk students	X	X	X		X	X		X		X	X		X	X	X	X	X	X	X
18. Specific intervention programs for students with "undecided" as a "major"					X				X		X		X	X	X				
19. Specific intervention programs for returning adults								X			X		X	X	X	X	X	X	X
20. Study skills program required		X																	
21. Study skills program optional	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X
22. Academic tutoring available for all courses	X	X	X		X		X	X	X		X	X	X	X	X	X	X	X	X
23. Academic tutoring available for limited courses		X	X	X		X	X					X	X	X	X	X	X	X	
24. Mentor programs		X		X						X				X	X	X			
25. New student colloquium														X	X				
26. Intercultural services		X	X	X	X						X	X	X	X	X	X	X	X	X
27. Placement services	X	X	X		X	X	X	X	X			X	X	X	X	X	X	X	X
28. Comprehensive extracurricular activities	X	X	X	X	X	X	X	X			X		X	X	X	X	X	X	X

	Blue Mountain	Chemeketa	Clackamas	Lane	Linn-Benton	Mt. Hood	Portland	Rogue	SW Oregon	Tillamook Bay	Treasure Valley	Treaty Oak	Umpqua	Bellevue	Big Bend	Centralia	Clark	Columbia Basin	Edmonds	Everett	Grays Harbor	Green River	Highline	Lower Columbia	Olympic	Pierce	Seattle Central	Seattle (N)	Shoreline	Skagit	So. Puget Sound	Spokane	Tacoma	Wenatchee	Whatcom	Yakima Valley
29. Academic advising required	X	X	X			X	X	X			X	X	X	X	X	X	X	X		X	X	X		X			X	X	X	X	X	X	X	X		X
30. Academic advising optional		X	X	X	X	X	X			X		X		X		X		X	X	X			X		X	X		X		X	X			X	
31. Does the college have academic standards for continued enrollment	X			X	X	X		X					X	X	X	X		X	X	X	X		X	X		X	X	X	X	X	X	X	X		X
32. Comprehensive programs available to help students overcome academic deficiencies	X	X	X		X	X	X				X		X	X		X			X	X	X		X	X			X		X	X	X	X	X		
33. Evaluation process to determine internal strategies effectiveness					X				X																		X								
34. Student intervention/retention committee	X	X	X	X	X		X		X		X		X	X				X		X				X			X	X				X			
35. Follow-up process for students who enroll, then drop out before end-of-term	X											X		X							X	X					X					X			
36. Follow-up process for students who do not return after enrollment & completion of previous term	X	X															X	X				X							X				X		
37. Exit interviews	X			X		X								X						X	X														X
38. Comprehensive faculty/instructional development programs		X	X			X								X						X			X		X		X		X		X		X		

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Appendix A
Values Survey

The participants had to answer the values statement for themselves and their perceptions of generally held faculty values. The following nine questions were asked of each conference participant.

1. The community college should accept all students who apply.

	Strongly Agree A	B	Neutral C	D	Strongly Disagree E	F
My opinion	29%	35%	15%	6%	8%	7%
		79%				
My faculty's opinion	3%	0%	31%	23%	17%	6%
		54%				

2. If funds are limited, priorities should be given to supporting special services for academically disadvantaged students over academically advantaged students.

	Strongly Agree A	B	Neutral C	D	Strongly Disagree E	F
My opinion	9%	26%	27%	15%	14%	9%
					38%	
My faculty's opinion	2%	5%	20%	27%	29%	17%
					73%	

3. Mandatory assessment should be required of all community college students.

	Strongly Agree A	B	Neutral C	D	Strongly Disagree E	F
My opinion	29%	32%	12%	5%	9%	13%
		73%				
My faculty's opinion	10%	27%	29%	17%	11%	6%
		66%				

4. Mandatory assessment should be required of all community college students who wish to take courses in communications and mathematics.

	Strongly Agree A	B	Neutral C	D	Strongly Disagree E	F
My opinion	64%	23%	4%	2%	4%	3%
		91%				
My faculty's opinion	45%	37%	11%	3%	3%	1%
		93%				

5. Students have a right to fail.

	Strongly Agree A	B	Neutral C	D	Strongly Disagree E	F
My opinion	33%	20%	15%	10%	13%	9%
		68%				
My faculty's opinion	13%	26%	31%	14%	13%	3%
		70%				

6. Mandatory placement should be required of all community college students.

	Strongly Agree A	B	Neutral C	D	Strongly Disagree E	F
My opinion	14%	23%	18%	15%	14%	16%
		No Consensus				
My faculty's opinion	7%	29%	27%	18%	14%	5%
		No Consensus				

7. Mandatory placement should be required of all community college students who wish to take courses in communications and mathematics.

	Strongly Agree A	B	Neutral C	D	Strongly Disagree E	F
My opinion	38%	28%	16%	7%	6%	5%
		82%				
My faculty's opinion	32%	36%	21%	4%	6%	1%
		89%				

8. Mandatory academic advising should be required of all community college students.

	Strongly Agree A	B	Neutral C	D	Strongly Disagree E	F
My opinion	30%	31%	12%	9%	9%	9%
		73%				
My faculty's opinion	11%	21%	31%	21%	11%	5%
		63%				

9. Students who do not make satisfactory progress according to institutional policies should be suspended.

	Strongly Agree A	B	Neutral C	D	Strongly Disagree E	F
My opinion	18%	23%	14%	13%	19%	13%
		55%				
My faculty's opinion	13%	28%	25%	21%	9%	4%
		66%				